

Only his associates of that day know how much hard work, how much ingenuity and resource, how much tact and patience, went to the achievement he modestly describes in the paragraph quoted above. At the end of his time as Chairman of the Technical Education Board, London actually had a larger proportion of its children in secondary schools of some sort or other than had either Paris or Berlin. Of these schools, some eighty-five were, by 1904, publicly managed, in fairly good buildings, and tolerably well-equipped, though weak in staffing and above all, as regards the teachers' salary scales. "About half the publicly managed schools," so he wrote in *London Education* (1904), "are sufficiently well off to be independent of its (the Council's) aid. The other half, including practically all those in need of assistance, have already shown by their cordial co-operation with the Technical Education Board their willingness to come into line." His technique for bringing them either up to standard, or into line, was of amazing dexterity and infinite resourcefulness. For instance, in the very early days, he brought up to the full Council, from the Board, proposals for a scheme of free scholarships to enable bright boys and girls to go on with their education after they had finished with the primary school at thirteen or fourteen. On the desirability of this, the case was overwhelming. The Progressives rallied to a man, the Council voted for scholarships, on a practically unlimited scale. Everyone felt happy, felt that a good day's work had been

done Only on the face of the Chairman of
the Technical
Education Board was there a slight shadow
"The resolu-
tion is all right," he said "The Council has
done the right
thing But, unluckily, there aren't any schools
" Result—
the schools for the scholarship children to go
to had to be
provided by the Council Actually, there were
at the time
so few secondary schools that only a tiny
fraction of the
children affected by the resolution the Council
had so joy-